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ABSTRACT

The 1978-79 evaluation report describes projects, participants, personnel, and services involved in the state's efforts to provide comprehensive educational services to migrant children throughout the state. The program, operated by 10 school districts and 10 boards of cooperative services, highlights 3 projects on the basis of their innovative techniques and high attainment of objectives: (1) a student publication; (2) pesticide safety education programs; and (3) the Colorado identification and recruitment program. The report identifies the 2,014 regular year and 2,415 summer term students and indicates that the programs in general are resulting in gains in reading, language, and math skills for the majority of the students. A program critique recognizes the major strength of the local projects as being the quality and commitment of local staff, and the major weakness as inadequate number of staff. The recommendations include: (1) increased use of comparable outcome measures of program impact; (2) coordinated efforts to determine appropriate testing for this special population group; and (3) streamlined evaluation reporting process. The report also covers: teacher-pupil ratio, interrelationships with other programs and agencies, inservice training, dissemination, community involvement, and objectives. (JD)

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ESEA TITLE I COLORADO MIGRANT EDUCATION PROGRAM

ANNUAL EVALUATION REPORT

FISCAL YEAR 1979

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APRIL 1980

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EXECUTIVE SUMMARY
ESEA TITLE I MIGRANT EDUCATION REPORT
COLORADO DEPARTMENT OF EDUCATION
ANNUAL EVALUATION REPORT FY 1979

Under the Colorado State Plan for Migrant Education, ten local school districts and ten boards of cooperative services operated local migrant education projects during FY 1979. These projects served migrant students throughout Colorado.

Local educational agency reports are the primary sources of data for this report. The executive summary highlights the program activities provided by the LEAs under the direction of the Department of Education Migrant Program.

Exemplary Projects (pp. 1-2)

The SEA staff identified three projects in Colorado as exemplary on the basis of their innovative techniques and high attainment of their objectives. These projects are:

1) a publication produced by students in the St. Vrain Valley district;

2) pesticide safety education programs in Ft. Morgan, Alamosa, and Delta; and

3) the Colorado Identification and Recruitment Program.

Children Served (pp. 3-7)

During the regular year program, 2,014 students were enrolled in migrant education projects. During the summer term, enrollment increased to 2,415 students. Additional migrant students were served through other programs in districts not having migrant education projects. The FY 1979 figures reflect a 17 percent increase in regular year enrollments and a 6 percent increase in summer school enrollments as compared with FY 1978.

Interstate migrant students constituted the majority of students served. In the regular year, 46 percent of enrolled students were interstate migrant children. During the summer term, this percentage increased to 60 percent of the students served. Intrastate migrant children form a small percentage of the students, 14 percent in the regular year and 8 percent during the summer. The remainder of the enrolled students are eligible for the migrant education program under the five-year "settled out" provision.

Coordination Activities (pp.6-8, 13-21)

A major priority of the Migrant Education Program is to coordinate resources for migrant children. Coordination of resources occurs in two general areas: coordination with other educational programs, and support services which include health, welfare, and housing programs.

Each migrant education project in Colorado coordinates with other educational programs, particularly the regular Title I program. Over five hundred students are served by both Title I and migrant education projects. Most local migrant education projects coordinate testing, instruction, and materials with Title I. Some projects also coordinate in-services.

In districts having Title VII, State Bilingual, State Tutorial, LAU, or Special Education programs in addition to a Migrant Education project, migrant children may receive services from one or more of these programs. Coordination among programs typically consists of cooperative use of materials and equipment.

Each local migrant education project coordinates with a variety of human services agencies that provide support services to migrant children and their families. Under a contract with the Colorado Department of Education, the Colorado Department of Health provided health screenings for migrant students in the following service categories: physical examinations, height/weight, hematocrit, urinalysis, hearing, vision, and throat cultures.

Coordination of local projects with social services agencies, employment services agencies, and hospitals/clinics occurs at almost every project. Local project coordination efforts are supplemented by the efforts of the two Colorado Migrant Child Tutorial projects and the Colorado Department of Education interagency activities.

In-service Training (pp. 22-32)

Over eight hundred hours of in-service training were provided to 1,852 (duplicated count) persons. The in-services which were conducted by the local projects provided training in administrative and educational practices and procedures relating to educational programs for migrant children.

Additional staff training in the use of supplemental curriculum materials and equipment was provided to local project staff through three mobile van units.

Dissemination (pp. 33-34)

Each local project used a variety of methods to inform their community about migrant education. Newsletters, local newspaper articles, and brochures were most frequently used for this purpose.

Parent Involvement (pp. 35-46)

Increasing parent involvement has been a major priority of migrant education projects. Local projects sponsored a series of activities to encourage the parents of migrant students to take an active role in their children's school. Their reports indicate that 550 parents took part in these special activities.

Program Effectiveness (pp. 47-53)

On the local evaluation reports, local project directors critiqued student progress in two ways. Basing their assessments on test results and teacher

observations, the directors specified:

1) The number of students in the program who were below, at, or above grade level at the time they left the program (General Results); and

2) Estimate of student growth during the program.

General Results. For the regular year reports, three areas were assessed: reading, language arts, and math. The language arts category was deleted from the summer report. In testing theory, Grade Level is defined as the point which divides the group in half. That is, 50 percent of the students are at or above grade level, 49 percent are expected to fall below grade level. Only in reading results for the regular year does student achievement fall below this level. Therefore, the distributions indicate that the programs in general are resulting in the desired student outcomes.

Growth During Program. During the regular year program, some, or high, gains were made by 78 percent of the reading students, 89 percent of the language development students, and 79 percent of the math students. In the summer program, 64 percent of the reading students made some, or high, gains; 67 percent of the math students made some, or high, gains. (See Tables 30 and 31)

Data on general results and growth are not available for all students served in the migrant projects.

Test Results. Administration of achievement tests varies across the local projects. Some projects did not report any test results; other projects reported on as many as ten tests. Because of the differences in testing procedures and reporting metrics, the data is noncomparable and no conclusions can be drawn.

Program Critique. (pp. 54-56) The major strength of the local projects is the quality and commitment of local staff. Conversely, the major weakness identified by the local projects is inadequate number of staff. Comments from local staff also indicate that support services, while of substantial help, need some improvement and record-keeping requirements are a program weakness.

Recommendations (p. 57)

Increase the use of comparable outcome measures of program impact--for example, normal curve equivalents (NCEs) if norm-referenced tests are used, and the number of skills gained in math mastery program.

Coordinate efforts to determine appropriate tests for migrant students to increase test score validity for this special population group.

Streamline the evaluation reporting process to 1) reduce duplication with the monitoring process, 2) focus on three primary evaluation objectives that will correspond to major State Plan objectives, and 3) improve the quality of data available for program assessment.

Increase coordination with the MSRTS to identify and reduce problems in data collection procedures that result in discrepant and noncomparable data.

Revise local project evaluation reporting form.

Evaluate alternative systems to meet local project staff resource support needs.

Preface

The FY 1979 Colorado Migrant Education Program was funded by Title I of the Elementary and Secondary Education Act, as amended. The Annual Evaluation Report summarizes the services provided under the Colorado State Plan for Migrant Education. The State Plan is administered by the Colorado Department of Education which oversees the local migrant education projects conducted throughout Colorado.

Each local project director submits an evaluation report for regular year and summer term projects. These reports are the primary source of information for this report.

The author wishes to thank several staff for the assistance they provided during the preparation of this report: Dr. Betty Hinkle, the Unit Director; Ernest Maestas, Migrant Education Project Director; and Peg McReynolds and Richard Rangel, Migrant Education project consultants. Susan Horne of the Planning and Evaluation Unit provided expert assistance with data aggregation.

ESEA TITLE I COLORADO MIGRANT EDUCATION PROGRAM

ANNUAL EVALUATION REPORT

FISCAL YEAR 1979

Introduction

This report summarizes the services provided under the FY 79 Colorado Migrant Program State Plan. The report is organized according to the format prescribed by the Office of Education. Data sources for the report were the Local Evaluation Reports submitted to the Colorado Department of Education by each regular year and summer project program director. Additional data was provided by the State Office Migrant Program staff. The report presents both the statewide totals across all projects and the breakout of data by projects.

I. Exemplary Projects

The SEA staff considers three projects in Colorado exemplary on the basis of their innovative techniques and high attainment of their objectives. These projects are:

1. A publication produced by students in the St. Vrain Valley district;
2. Pesticide safety education programs in Fort Morgan, Alamosa, and Delta; and
3. The Colorado Identification and Recruitment Program.

Each project is described briefly below.

Publication Produced by Longmont Teenage Students. In the St. Vrain Valley district (RelJ-Longmont), teenage students wrote and developed their own publication for which they interviewed migrant adults, some of whom were temporarily in Longmont, and others who had "settled out." Some of the "settled out" individuals who have established their own businesses reported on their experiences. The interviews formed the content of the publication.

Ideas Foundation staff directed the students; CDTA funds provided salaries for the students during production; St. Vrain Valley School District in Longmont made photography equipment available; and Denver Community College North Campus offered six hours credit to be applied--at the student's choice--toward a GED or college credit.

Pesticide Safety Education. Pesticide safety is of special concern for migrant families because they work and live near the fields where pesticides are used.

Summer programs in Fort Morgan, Alamosa, and Delta implemented Pesticide Safety Education projects. Precautions on living and working safely around pesticides were presented through school art projects that included use of chemicals and poster contests with pesticide safety as the theme. Community awareness and involvement was fostered in several ways: by distribution of bilingual brochures listing basic pesticide safety rules, slide/bilingual-tape presentations on "Pesticides in Our Environment" at Migrant Family Night programs, migrant clinics, and special community events.

At the migrant clinics, migrant workers were interviewed about their understanding of pesticide safety and their source of information on the topic. The project evaluation documented that workers had indeed received information on pesticides through activities and literature brought home by their children from school.

Colorado Identification and Recruitment Program. The Identification and Recruitment Program in Colorado has proved to be an excellent support program for the Colorado Migrant Education Program. In the past year, the Colorado program increased over 2,300 enrollments compared to previous years. In 1978, 7,900 students were enrolled; in 1979, enrollments increased to 10,280 school aged children, ages five through seventeen.

The enrollment increase is the result of the reorganization of the recruitment program in Colorado and the accountability measures built into the system to provide continuity throughout the state. Internal operations also have improved due to a new procedures manual that was developed to provide better management procedures, regulations, and guidelines for recruiters, record clerks, and terminal operators. All program staff now operate with common procedures.

II. Children Served

Tables 1 and 2 present, in the "Enrolled column, the number of students served by local migrant education projects during FY 79. For each term, the figures are unduplicated counts within projects, but some children may be counted more than once if they attended regular year and summer programs or if they moved into an attendance area served by another district project.

The number of students in the MSRTS refers to the students that the local project has registered with the Migrant Student Record Transfer System. The percent of students who are both enrolled in the MSRTS and the local migrant education project is given in the third column. This figure does not indicate unmet need. All students who meet the criteria of migrant status should be registered in the MSRTS, regardless of whether or not they are in need of special educational services. Many migrant students, particularly five-year status migrant students who are not highly mobile, are doing well in class and do not need the special services offered by the migrant programs. In some districts, the needs of migrant students are served by other special programs, such as Title I or Bilingual or other district programs.

Because of very low migrant children enrollment, some districts in Colorado do not have a migrant education project even though migrant students attend schools in the district. These students are served through district resources. The SEA does not receive evaluation reports on migrant students from these districts. Therefore, discrepancies occur in counts of migrant children in Colorado when comparing local counts and MSRTS reports.

Migrant project enrollment figures by migrant status are given in Tables 3 and 4. The FY 79 figures reflect a 17 percent increase in regular year enrollments and a 6 percent increase in summer school enrollments, as compared with FY 78.[1]

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1. Colorado Migrant Education Program 1977-78 Evaluation Report. Colorado Department of Education. October 1979.

TABLE 1: NUMBER OF STUDENTS SERVED
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Number of Students Enrolled	In MSRTS	% of MSRTS Enrolled
Brighton 27 J	115	115	100.0%
St. Vrain Valley Rel J	194	194	100.0
Boulder Valley Re-2	89	130	68.5
Poudre R-1	64	77	83.1
Granada Re-1	54	107	50.5
Holly Re-3	28	31	90.3
Greeley 6	177	190	93.2
Arkansas Valley BOCES	342	457	74.8
East Central BOCES	58	76	76.3
Gunnison Valley BOCES	14	96	14.6
Northeast BOCES	23	26	88.5
Northern Colorado BOCES	28	36	77.8
San Luis BOCES	291	319	91.2
South Central BOCES	74	184	40.2
South Platte Valley BOCES	43	68	63.2
Southeastern BOCES	108	164	65.9
Weld BOCES	312	813	38.4
TOTAL	2,014	3,083	65.3%

TABLE 2: NUMBER OF STUDENTS SERVED
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Number of Students Enrolled	In MSRTS	% of MSRTS Enrolled
Brighton 27 J	120	120	100.0%
St. Vrain Valley Rel J	141	221	63.8
Alamosa Re 11J	278	-	-
Poudre R-1	310	310	100.0
Valley Re-1	78	121	64.5
Mesa County Valley 51	165	253	65.2
Prowers County Re-1	51	51	100.0
Arkansas Valley BOCES	274	387	70.8
East Central BOCES	99	110	90.0
Gunnison Valley BOCES	108	136	79.4
South Central BOCES	73	125	58.4
South Platte VAlley BOCES	106	199	53.3
Southeastern BOCES	63	2	-
Weld BOCES	549	969	56.7
TOTAL	2,415	3,004	80.4%

TABLE 3: ENROLLMENT BY MIGRANT STATUS
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/ BOCES	Interstate	Intrastate	Five-Year
Brighton 27 J	45	32	38
St. Vrain Valley Re-2	113	4	77
Boulder Valley Re-2	34	2	46
Poudre R-1	24	-	40
Granada	79	8	26
Holly Re-3	13	4	14
Greeley 6	84	36	53
Arkansas Valley BOCES	129	57	156
East Central BOCES	34	12	12
Gunnison Valley BOCES	25	3	61
Northeast BOCES	3	3	20
Northern Colorado BOCES	7	5	26
South Central BOCES	50	4	20
South Platte Valley BOCES	15	17	36
Southeastern BOCES	51	8	49
Weld BOCES	150	79	83
San Luis Valley BOCES	139	21	131
TOTAL	995	295	888

TABLE 4: ENROLLMENT BY MIGRANT STATUS
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Interstate	Intrastate	Five-Year
Brighton 27 J	60	16	44
St. Vrain Valley Re-2	86	10	45
Granada	35	0	16
Alamosa Re 11J	195	6	77
Poudre R-1	237	11	62
Valley Re-1	78	0	0
Mesa County Valley 51	27	7	131
Arkansas Valley BOCES	140	35	212
East Central BOCES	80	8	11
Gunnison Valley BOCES	53	2	53
Northern Colorado BOCES	29	7	38
South Platte Valley BOCES	69	9	28
Southeastern BOCES	21	0	42
Weld	391	89	69
TOTALS	1,501	200	784

During the regular year, interstate enrollments increased 2 percent over FY 78; intrastate enrollments increased 5 percent; and five-year students increased 15 percent.

Intrastate and five-year enrollments in summer school remained fairly stable with 4 percent and 1 percent reductions respectively. Interstate enrollments in summer school, however, increased by 12 percent. (See Figure 1)

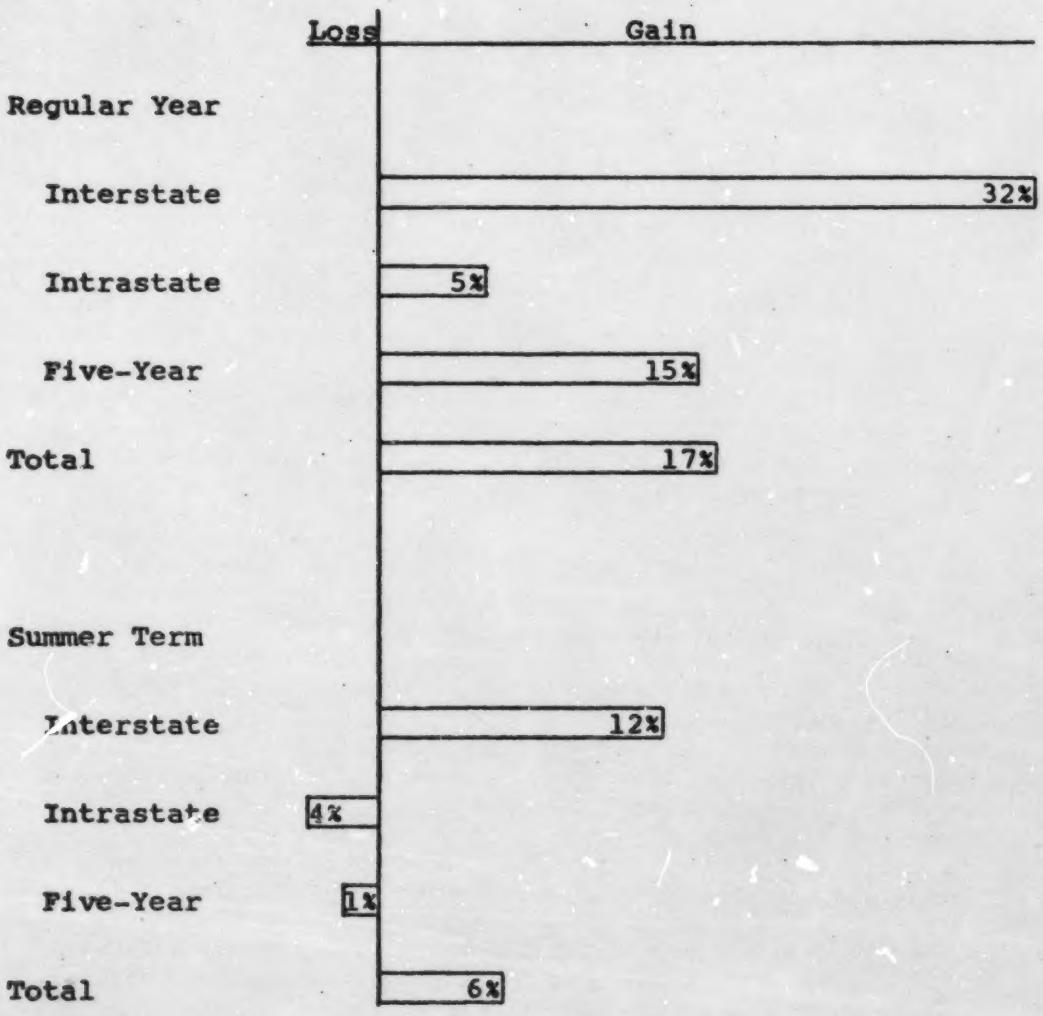
Colorado Migrant Child Tutorial Projects. Two migrant projects were funded during FY 79 to assure state accountability in identification and recruitment of migrant children. The projects' objectives were to:

1. Identify each migrant child in Colorado;
2. Gather educational and health information on each migrant child;
3. Enroll each child in a migrant educational program;
4. Enroll each child on the National Record Transfer system;
5. Provide assistance so that each child has the opportunity to take advantage of necessary health needs;
6. Conduct liaison services with all agencies which serve migrant families;
7. Conduct liaison services with all school programs;
8. Conduct surveys to identify migrant children enrolled in the public schools;
9. Conduct surveys, in conjunction with local districts, to identify employers who hire migrant labor;
10. Map migrant labor areas (farm-food processing industries) to facilitate identification of enrollment of children in school; and
11. Reduce the dropout rate among migrant children through intensive identification and recruitment for migrant education and MSRTS.

Each project submitted a report to the SEA that summarized their identification and tutorial program efforts between September 1978 and August 1979. These results are as follows:

	San Luis Valley Tutorial	Northern Colorado Tutorial
Number of Migrant Children Identified		
Interstate	264	94
Intrastate	15	53
Five-Year	116	295
Total	395	442

FIGURE 1: PERCENT CHANGE IN LOCAL PROJECT ENROLLMENT FY 78-79



Number of Visitations to:	San Luis Valley Tutorial	Northern Colorado Tutorial
Schools	269	142
Health	47	154
Food Stamps	29	30
Welfare	0	5
Employment	13	26
Legal	8	2
Homes and Other	565	362
Total	929	721

Average Length of Attendance. Regular year programs averaged 118 days per pupil (Table 5). Summer year programs averaged 21 days per pupil (Table 6). Discrepancies between enrollment figures in Tables 5 and 6 and Tables 1 and 2 result from differing interpretations of enrollment. Projects do not always classify participants in migrant programs comparably. Average length of attendance figures are overly conservative when students who receive support services only are included in the count used to figure the average length of attendance.

Further discrepancies arise when local reports are compared with data from MSRTS. According to the State of Colorado Interstate Migrant Student Record Transfer System Activity Summary Report for the period of September 1978 to August 1979, the total number of days during which students were enrolled in Colorado migrant projects was 363,536. Local reports only account for 233,499 days, which is a 36 percent discrepancy. The factors in reporting that were described above account for this discrepancy. The MSRTS report provided the following summary figures for MSRTS (not local project) enrollments during FY 79:

Number of enrollments for this period	9,898
Unique enrollments for this period	8,827
Number of withdrawals for this period	8,726
Unique withdrawals for this period	7,748
Number of terminations for this period	103
Number of interstate moves	3,510
Number of intrastate moves	6,388

These figures document that the number of migrant children in Colorado is much greater than the number served in local migrant education projects. As stated above, some migrant children do not need the special services offered by the local migrant education projects. However, it is not possible to determine from available data the number of students who may have unmet needs.

III. Teacher-Pupil Ratio

On the basis of data submitted in the LEA evaluation reports, teacher-pupil ratios were calculated for each regular year and summer program. Classroom teachers, special teachers, and teachers' aides were included in the calculation of number of teachers.

The intensive nature of summer school projects is reflected in low student-staff ratios (Table 8). Although the highest ratio of students to staff during the summer was 23.8 students per instructional staff person, the average ratio was 14.4 students per staff person. No ratio was less than 7 students per staff person.

TABLE 5: AVERAGE LENGTH OF ATTENDANCE
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Total Days Attended	Number of Students	Average Length of Attendance (Days)
Brighton 27 J	9,250	115	80
St. Vrain Valley Rel J	19,426	194	100
Boulder Valley Re-2	11,190	82	136
Granada	8,196	113	72
Holly RE-3	4,785	31	154
Greeley 6	22,074	173	127
Arkansas Valley BOCES	46,330	409	113
East Central BOCES	6,099	58	105
Gunnison Valley BOCES	11,920	89	134
Northeast BOCES	3,375	26	130
Northern Colorado BOCES	1,071	43	25
South Central BOCES	6,379	74	86
San Luis BOCES	NA	NA	NA
South Platte Valley BOCES	9,725	68	143
Southeastern BOCES	12,152	108	113
Poudre R-1	11,870	77	154
Weld BOCES	NA	NA	NA
TOTAL	183,824	1,560	118

TABLE 6: AVERAGE LENGTH OF ATTENDANCE
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Total Days Attended	Number of Students	Average Length of Attendance (Days)
Brighton 27 J	3,100	120	26
St. Vrain Valley Rel J	4,003	141	28
Granada Re-1	1,261	51	25
Arkansas Valley BOCES	6,630	387	17
East Central BOCES	2,854	110	26
Gunnison	2,700	108	25
South Central BOCES	1,746	73	24
South Platte Valley BOCES	2,017	106	19
Southeastern BOCES	1,372	63	22
Weld BOCES	7,403	379	20
Alamosa Re 11J	5,335	278	19
Poudre R-1	5,005	310	16
Valley Re-1	1,299	78	17
Mesa County Valley 51	4,950	165	30
Prowers Re-1	1,261	51	25
TOTAL	49,675	2,369	21

TABLE 7: RATIO OF STUDENTS TO MIGRANT FUNDED STAFF
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Ratio of Students to Migrant Funded Staff: Classroom Teachers, Special Teachers, & Teacher Aides	Number of Students	Student-Staff Ratio
Brighton 27 J	4.0	115	28.8:1
St. Vrain Valley Rel J	1.5	194	129.3:1
Boulder Valley Re-2	2.9	89	44.5:1
Poudre R-1	2.5	64	25.6:1
Granada Re-1	1.8	54	30.9:1
Holly Re-3	1.0	28	28.0:1
Greeley 6	5.1	177	34.7:1
Arkansas Valley BOCES	8.6	342	39.8:1
East Central BOCES	2.7	58	21.5:1
Gunnison Valley BOCES	.2	14	70.0:1
Northeast BOCES	.5	23	46.0:1
Northern Colorado BOCES	1.0	28	28.0:1
San Luis BOCES	8.0	291	36.4:1
South Central BOCES	2.2	74	33.3:1
South Platte Valley BOCES	3.0	43	14.3:1
Southeastern BOCES	5.0	108	21.6:1
Weld BOCES	7.0	312	27.9:1
TOTAL	56.2	2,014	35.9:1

TABLE 8: RATIO OF STUDENTS TO MIGRANT FUNDED STAFF
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Ratio of Students to Migrant Funded Staff: Classroom Teachers, Special Teachers, & Teacher Aides	Number of Students	Student-Staff Ratio
Brighton 27 J	11.0	120	10.9:1
St. Vrain Valley Rel J	19.5	141	7.2:1
Alamosa Re 11J	17.0	278	16.3:1
Poudre R-1	13.0	310	23.8:1
Valley	8.5	78	9.2:1
Mesa County Valley 51	9.0	165	18.3:1
Prowers County Re-1	5.8	51	9.3:1
Arkansas Valley BOCES	22.4	274	12.2:1
East Central BOCES	13.0	99	7.6:1
Gunnison Valley BOCES	6.5	108	16.6:1
South Central BOCES	5.0	73	14.6:1
South Platte Valley BOCES	10.0	106	10.6:1
Southeastern BOCES	6.80	63	9.3:1
Weld BOCES	28.0	549	19.6:1
TOTAL	175.5	2,415	14.4:1

The number of children in Table 7 is the total throughout the year and not at any one given time. For example, at a given period, Brighton might be serving only 60 students instead of the 115 or 120 total enrollment figure.

During the regular year, attendance figures fluctuate substantially between the peak agricultural seasons. The student staff ratios given in Table 7 are average ratios which combine the fall impaction period term with the winter period when migrant enrollment is markedly reduced.

The SEA, in its monitoring visits, finds that the ratio typically meets a standard of about 20 students for each teacher and aide. Some districts have been required to reduce staff during low impaction periods in accordance with this standard.

IV. Interrelationships with Regular Title I Program

Tables 9 and 10 indicate the types of coordination with regular Title I programs. Each project that responded to the question on this topic indicated that some coordination occurred. However, the extent of coordination is not clear. Monitoring reports indicate that the use of Title I materials and other Title I coordination activities are more widespread than the tables indicate. During the regular year programs, many children are served directly by Title I programs rather than by local migrant education programs. Apparently some confusion occurs in responding to the evaluation reporting form. The form will be reviewed and revised for FY 80 to improve the clarity of data on coordination.

V. Coordination With Other Programs

Local migrant education projects coordinated materials and equipment with other federal, state, and local educational projects. Tables 11 and 12 display the types of coordination reported by each local project. The reporting format used by local projects was changed for the summer report. Therefore, the regular year table (Table 11) documents the number of migrant students served by other programs separately from, or in conjunction with, the local migrant program. Table 12 indicates whether or not materials and equipment were coordinated for summer projects.

Some districts do not have Bilingual, LAU, or tutorial projects. Therefore, absence of coordination in the tables should not be viewed as an indication of a project failing to coordinate.

VI. Coordination with Other Agencies

Migrant Education projects are extensively coordinated services for migrant students with other agencies, as is evidenced by the local project report data which are displayed in Tables 13 and 14. In addition to the agencies listed on the tables, the category of "other" included the following agencies:

Northeastern Council of Governments
Migrant Health Program (Arkansas Valley BOCES)
La Clinica Del Valle (Arkansas Valley BOCES)
Weld Information and Referral (Greeley)
Eastside Health Center (Greeley)

TABLE 9: COORDINATION WITH REGULAR TITLE I PROGRAM
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Coordination with Regular Title I Program			
	Testing	Instruction	Materials	Inservices
Brighton 27 J	-	X	-	-
St. Vrain Valley Rel J	X	-	-	-
Boulder Valley Re-2	-	-	X	-
Poudre R-1	-	X	X	-
Granada Re-1	X	X	X	X
Holly Re-3	-	-	X	-
Greeley 6	X	X	X	X
Arkansas Valley BOCES	X	X	-	-
East Central BOCES	X	-	-	X
Gunnison Valley BOCES	X	X	X	-
Northeast BOCES	X	X	X	X
Northern Colorado BOCES	-	-	-	-
San Luis BOCES	-	-	-	-
South Central BOCES	X	X	X	X
South Platte Valley BOCES	X	X	-	-
Southeastern BOCES	X	-	X	-
Weld BOCES	X	X	X	-
TOTAL	11	10	10	6

TABLE 10: COORDINATION WITH REGULAR TITLE I PROGRAM
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Coordination with Regular Title I Program	
	Instructional Materials Made Available	Equipment Made Available
Brighton 27 J	X	-
St. Vrain Valley Rel J	X	-
Alamosa Re 11J	X	X
Poudre R-1 (No response)	NA	NA
Valley Re-1	X	X
Mesa County Valley 51 (No response)	NA	NA
Prowers County Re-1	X	X
Arkansas Valley BOCES	-	X
East Central BOCES	-	X
Gunnison Valley BOCES (No response)	NA	NA
South Central BOCES (No response)	NA	NA
South Platte Valley BOCES	X	X
Southeastern BOCES	X	X
Weld BOCES	X	X
TOTAL	8	8

TABLE 11: NUMBER OF MIGRANT STUDENTS RECEIVING SERVICES IN COORDINATION WITH OTHER EDUCATIONAL PROGRAMS
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Title I Plus Migr.	Title I Other Only	Title VII Plus Migr.	Title VII Other Only	State Biling. Plus Migr.	State Biling. Other Only	State Tut. Plus Migr.	State Tut. Other Only	LAU Tut. Plus Migr.	LAU Tut. Other Only	Spec. Ed. Plus Migr.	Spec. Ed. Other Only
Brighton 27 J	60	-	-	-	15	-	-	-	-	-	5	-
St. Vrain Valley Rel J	60	-	40	-					86	-	8	-
Boulder Valley Re-2	3	1	-	-	62	3	6	-	-	-	-	5
Poudre R-1	30	-	50	-	50	-	2	-	-	-	3	-
Granada Re-1	30	20	-	-	-	-	5	7	-	-	2	4
Holly Re-3	14	16	-	-	-	-	-	-	-	-	-	-
Greeley 6	29	-	-	-	61	7	-	-	12	-	5	-
Arkansas Valley BOCES	62	22	-	-	49	36	30	-	-	-	36	4
East Central BOCES	11	-	-	-	-	-	-	-	-	-	-	-
Gunnison Valley BOCES	3	-	11	-	-	-	-	-	-	-	-	-
Northeast BOCES	20	-	-	-	-	-	-	-	-	-	-	-
Northern Colorado BOCES	-	-	-	-	-	-	18	11	-	-	-	-
South Central BOCES	26	44	3	-	42	36	-	-	-	-	3	8
South Platte Valley BOCES	17	5	-	-	-	-	-	-	-	-	2	1
Southeastern BOCES	42	15	-	-	19	3	-	-	-	-	-	-
Weld BOCES	150	176	38	141	10	-	-	-	-	-	-	10
TOTAL	557	301	142	141	308	85	61	18	98	0	70	32

TABLE 12: COORDINATION WITH OTHER EDUCATIONAL PROGRAMS
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Coordination with Other Programs: Title VII (Bilingual) Materials	Title VII (Bilingual) Equipment	State Bilingual Materials	State Bilingual Equipment	School Library Materials	School Library Equipment	Other District/ BOCES Programs Materials	Other District/ BOCES Programs Equipment
Brighton 27 J		X			X			
St. Vrain Valley Rel J					X		X	
Alamosa Re 11J	X	X	X	X	X	X	X	X
Poudre R-1			X		X	X		
Valley Re-1					X	X		
Mesa County Valley 51	No response (used wrong form)							
Prowers County Re-1	X				X	X		
Arkansas Valley BOCES			X				X	X
East Central BOCES					X		X	
Gunnison Valley BOCES	No response (used wrong form)							
South Central BOCES			X	X			X	X
South Platte Valley BOCES							X	X
Weld BOCES			X	X	X	X	X	X
TOTAL	2	2	5	3	8	5	7	5

TABLE 13: COORDINATION WITH OTHER AGENCIES
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Coordination with Other Agencies											
	Dept. of Hlth.	Soc. Serv.	Employ-ment Serv.	Chur-ches	Hosp./ Clinics	Frat. Orgs./ Clubs	Day Care Cen.	Colo. Migrant Council	Legal Aid	Salva-tion Army	Head-Start	Other
Brighton 27 J	X	X	-	X	X	-	X	X	-	X	-	-
St. Vrain Valley Rel J	X	X	X	X	X	X	-	X	-	X	X	-
Alamosa Re 11J	X	X	-	-	-	-	-	X	X	-	-	-
Poudre R-1	X	X	-	X	X	-	X	X	-	X	X	-
Valley Re-1	X	X	-	X	X	-	X	X	X	-	X	-
Mesa County Valley 51	X	X	-	X	X	-	X	X	-	-	-	-
Prowers County Re-1	X	X	-	-	X	-	-	-	-	-	-	-
Arkansas Valley BOCES	X	-	X	-	X	-	X	X	X	-	X	-
East Central BOCES	X	-	X	-	-	-	-	X	-	-	X	X
Gunnison Valley BOCES	X	X	X	-	X	-	X	X	-	-	-	-
South Central BOCES	X	X	X	X	X	-	-	X	-	-	-	-
South Platte Valley BOCES	X	X	X	-	-	-	-	X	X	-	-	X
Southeastern BOCES	X	X	X	-	-	-	X	X	-	-	X	-
Weld BOCES	X	X	X	-	-	-	X	X	X	-	X	-
TOTAL	14	12	8	6	9	1	8	13	5	3	7	2

TABLE 14: COORDINATION WITH OTHER AGENCIES
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Coordination with Other Agencies											
	Dept. of Hlth.	Soc. Serv.	Employ-ment Serv.	Chur-ches	Hosp./ Clinics	Frat. Orgs. Clubs	Day Care Cen.	Colo. Migrant Council	Legal Aid	Salva-tion Army	Head-Start	Other
Brighton 27 J	X	X	X	X	X	-	-	-	X	-	-	-
St. Vrain Valley Rel J	X	X	X	X	X	X	-	X	X	X	X	X
Boulder Valley Re-2	X	X	X	X	X	X	-	X	X	X	X	-
Poudre R-1	X	X	X	X	X	-	X	X	X	X	X	-
Granada Re-1	X	X	X	-	X	X	-	-	X	-	-	X
Holly Re-3	X	X	-	-	X	X	-	-	-	-	-	-
Greeley 6	X	X	X	-	X	X	X	X	X	X	X	X
Arkansas Valley BOCES	X	X	X	-	X	-	X	X	X	-	X	X
East Central BOCES	X	X	X	-	-	-	-	-	-	-	-	-
Gunnison Valley BOCES	X	X	X	X	X	-	-	X	-	-	-	-
Northeast BOCES	X	X	X	-	X	-	-	X	X	-	-	-
Northern Colorado BOCES	X	X	-	-	X	-	-	X	-	-	-	-
South Central BOCES	X	X	X	X	X	X	X	X	X	X	X	-
South Platte Valley BOCES	X	X	X	X	X	-	-	X	X	X	X	X
Southeastern BOCES	X	X	X	X	X	X	X	X	X	X	X	X
Weld BOCES	X	X	-	-	-	-	-	X	-	-	-	-
TOTAL	16	16	13	8	14	7	5	12	11	7	8	6

Catholic Community Services (Greeley)
Catholic Immigrant Services (St. Vrain)
Plan de Salud Migrant Clinics (St. Vrain)
Community Action Center (St. Vrain)
Migrant Action Program - University of Colorado (St. Vrain)
Planned Parenthood (St. Vrain)

Coordination with the Department of Health is particularly extensive as health services are an integral component of the Colorado State Plan.

The Colorado Department of Education contracted with the Colorado Department of Health to provide health services to migrant children enrolled in migrant education projects during Summer 1979. This was the seventh year in which the Department of Health has provided services to the Colorado migrant education program.

The Department of Health report to the Department of Education indicates that fewer children received services than had been estimated in the State Plan. A comparison of the estimated number of children to receive health services and the actual number receiving services is as follows for seven categories of services.

	Estimate	Actual
Physical examinations	85%	43%
Height/Weight	90%	84%
Hematocrits	80%	77%
Urinalysis	75%	72%
Hearing	87%	67%
Vision	87%	77%
Throat Cultures	25%	67%

The actual figures are based on a total enrollment of 1,939 students, 476 less than reported by local projects. (See Table 2 - Number of Students Served, Title I Migrant Summer Program)

VII. In-Service Training

Tables 15 and 16 list the topics of in-service and pre-service training sessions held by local migrant education projects during FY 79. For each session, the length of the session and the number of participants are provided. For the summer form, check marks are used to distinguish pre-service and in-service programs.

The local reports document 803.5 hours of training given to 1,852.3 (duplicated count) persons. The sessions provided training in administrative and educational practices and procedures relating to educational programs for migrant children.

Additional staff training in the use of supplemental curriculum materials and equipment was provided to local project staff through three mobile van units.

Colorado Migrant Mobile Units. During FY 79, three mobile units provided support services to migrant education program staff. The mobile units operated under SEA contracts with the University of Southern Colorado (USC), Colorado State University (CSU), and the University of Colorado at Boulder.

TABLE 15: IN-SERVICE TRAINING
TITLE I MIGRANT REGULAR YEAR PROGRAM

Topics	Hours	Number of Participants
Adams 27 J		
Teaching ESL Through Games	1.5	6
Teaching Spanish Reading	2.0	6
St. Vrain Valley Rel J		
Bilingual/Bicultural Conference	16	1
Migrant Inservice	4	6
BOCES Migrant Inservice	8	2
Parent Involvement Conference	16	3
Western States Migrant Conference	24	2
MSRTS Forms	8	2
TESOL Conference	8	1
Boulder Re-2		
MSRTS	6	4
Materials, Testing	2	6
LAS Test	2	13
Language Games	3	7
ZIP Test	3	7
English Language ENrichment	3	11
Methods and Ideas	[illegible]	7
ESL Techniques	2	10
Organic Learning	3	[illegible]
Jazz Charts	2	9
Evaluation-Testing Results	3	8
Poudre R-1		
Bilingual Education	2	1
MSRTS	8	1
Directors' Meeting	8	1
Parents' Meeting	8	1
Holly Re-3		
Rules and Regulations	2	8
Goals, Objectives, and Evaluations	2.5	8
Monitoring	2	10
ESL Game Format	.75	4
Materials	2.25	4
Program Plan	.50	1
Weld 6		
Orientation	2	7.1
Mobile Unit	1	7.1
Evaluation	2	7.1
Math/Reading Instruction	3	7.1

TABLE 15: IN-SERVICE TRAINING (continued)
TITLE I MIGRANT REGULAR YEAR PROGRAM

Topic	Inservice Training Hours	Inservice Training Number of Participants
Weld 6 (cont.)		
Testing	2	7.1
Teacher-made Materials	2	5.1
Bilingual Methods	2	5.1
Oral Language	1	5.1
Arkansas BOCES		
Individualized Instruction, MSRTS, Math Skills	7	19
Self-Concept/Math Skills	7	24
Monitoring/Math Skills	7	14
Self-Concept/Math Skills	3	45
Self Concept-Cultural Awareness	7	14
Self Concept/Math Skills	7	17
East Central		
Reading Techniques	1.25	2
Reading Diagnosis	1.25	2
Gunnison Valley BOCES		
Recruitment and Records	5	1
Recruitment and Records	5	1
Administration and Recruitment	12	1
Northeast Colorado BOCES		
Orientation - Regulations	4	12
Diagnosis - Prescription	6	7
Orientation - MSRTS	2	2
S/RFC Quarterly Meeting	8	1
S/RFC Orientation	4	1
Northern Colorado BOCES		
None		
South Central BOCES		
General Tutoring Orientation	2	2
Family Contact Orientation	2	2
Migrant Child Identification	3	3
Bilingual/Bicultural Education	12	4
Use of Games	2	2
Reading	12	1
Reading	8	2
Parent Involvement	10	6
ESL and Games Workshop	6	19
Western States Migrant Conference	12	3
IRA Reading	8	3
Self-Concept and Teaching Techniques	3	16

TABLE 15: IN-SERVICE TRAINING (continued)
TITLE I MIGRANT REGULAR YEAR PROGRAM

Topic	In-service Training Hours	In-service Training Number of Participants
South Platte Valley BOCES		
Regular Year Program Inservice	3.5	9
ESL Workshop	6.0	9
S/RFC Quarterly Meeting	8.0	2
CABBE Conference	8.0	4
LAS Inservice	3.0	6
Immigration Services Workshop	8.0	1
S/RFC Quarterly Meeting	8.0	2
Parent Involvement Conference	16.0	5
Western States Conference	24.0	2
Title I Monitoring	16.0	1
Career Education	8.0	48
S/RFC Quarterly Meeting	8.0	2
Health Education	8.0	16
Food Stamps	8.0	2
S/RFC Quarterly Meeting	8.0	3
Southeastern BOCES		
Needs Assessment	4	4
Terminal Operations	4	3
Migrant Program	.5	24
Quarterly Reports, Recruitment	4	4
ESL Game Format	1.25	3
Recordkeeping	.75	2
Communication Aides/Teachers	2.0	16
Recordkeeping	1	2
Aide Growth Kits	12	2
Weld BOCES		
UNC Preservice	18	14
TOTAL	524	620.8

TABLE 16: IN-SERVICE
TITLE I MIGRANT SUMMER PROGRAM

Topic	Type		Hours	Number of Participants
	In-service	Preservice		
Brighton 27 J				
ESL, Writing Skills, Math		X	7	13
St. Vrain Valley				
Skills Workshop		X	8	2
Summer Employees		X	2	2
Orientation and Set Up		X	8	
Computer Math	X		8	15
Set Up		X	8	14
Skills Workshop	X		8	6
Skills Workshop	X		2	6
Skills Workshop	X		2	12
Skills Workshop	X		2	12
Skills Workshop	X		2	12
Alamosa Re-11J				
Migrant Children		X	2	26
Migrant Children	X		8	24
Reading and Math Skills	X		6	11
Poudre R-1				
Organization and Planning		X	3	19
Math		X	3	19
Reading		X	1	19
Center Management		X	3	19
Science		X	2	5
Evaluation	X		2	6
Valley Re-1				
Planning Meeting			2	9
Stressing Basics		X	8	9
Using New MRTS	X		8	5
Using New MRTS			4	4
Mesa County Valley 51				
Linguistic Comparisons of Anglo and Chicano Children			4	16
Nutrition for Children			4	18
Prowers County Re-1				
Testing; Individualized Instruction; Classroom Evaluation; Language Strategies		X	6	8

TABLE 16: IN-SERVICE TRAINING (continued)
TITLE I MIGRANT SUMMER PROGRAM

Topic	Type: In-service	Type: Preservice	Hours	Number of Participants
Prowers County Re-1 (cont.)				
Career Education in the Summer Classroom	X		3	7
Strategies of Basic Skills and Reading Instruction	X		3.5	8
Arkansas Valley BOCES				
Needs Assessment		X	3	18
Integrated Curriculum		X	3	24
Oral Language Development	X		3	26
Record Exchange from Winter	X		2	22
Migrant Health	X		2	22
Integrated Curriculum	X		3	22
Program Visitation	X		8	11
Music and Oral Language Development	X		3	23
Career Education	X		2	14
Testing	X		2	7
East Central BOCES				
Integrating Reading Skills in the Classroom	X		6	14
Evaluation		X	2	14
Preservice Techniques		X	1	14
Monitoring	X		3	15
Gunnison Valley BOCES				
Objectives--Goals			8	11
Material Development			8	10
MSRTS			8	9
MSRTS			3	6
South Central BOCES				
Summer School Orientation	X		2	10
Reading/Math Skill Workshop	X		7	6
South Platte Valley BOCES				
Orientation		X	3	24
BIP/PIRAMID		X	2	13
MSRTS		X	15	13
Health Education	X		2	21
EPA Inservice	X		1	21
Migrant Health	X		1	21
Bus-Aide Orientation		X	1	10
CETA Classroom Aide Orientation		X	1	11

TABLE 16: IN-SERVICE TRAINING (continued)
TITLE I MIGRANT SUMMER PROGRAM

Topic	Type: In-service	Type: Preservice	Hours	Number of Participants
South Platte Valley BOCES (cont.)				
Math/Reading Skills	X		8	21
PC/SR Quarterly	X		8	2
Family Contact Inservice	X		2	5
Math/Reading Skills Follow-up	X		2.5	8
Southeastern BOCES				
Integrated Day--Individual & Society		X	2	3
Summer School Planning		X	2	4
Summer School Planning		X	3	7
Summer School Planning		X	4	11
Health Program and Orientation		X	7	17
Migrant Evaluation Procedure		X	3	12
Summer School Program		X	4	11
Language Development	X		2	8
Career Van	X		2	10
Weld BOCES				
Orientation/Procedures		X	2	36
Math/Reading Skills Forms	X		7	39
TOTAL			279.5	1,231.5

The mobile units assisted teachers with classroom procedures and provided them with a variety of materials for examination and loan. The materials were especially suited to the needs of migrant children. Staff also helped administrative staff with planning and coordination.

Each mobile unit submitted a report to the SEA accounting their activities from September through May. These reports are summarized on the following pages.

Unduplicated Count of Schools and Staff in Service Area. Each mobile unit report provided counts of the number of schools and staff in the region they served. These counts which are unduplicated figures, are as follows:

	USC	CSU	UCB
Number of:			
Schools	44	31	44
Program Administrators	8	11	NA
Principals	29	30	NA
Teachers/Tutors	139	104	179
Aides	75	20	26
Other Migrant Staff	NA	NA	20
Migrant Staff	NA	703	475

Mobile Unit Staff Activities. Each mobile unit project maintained time-task records on their daily activities. Percentages of time spent in each category of staff activities are as follows:

	USC	CSU	UCB
Staff Activity:			
General Office	51%	42%	37%
Planning	3	2	1
Materials	1	5	1
Materials development	2	2	1
Meetings and conventions	7	9	10
Public presentations	1	1	1
Direct services to programs	18	22	31
Travel	17	17	18

Each mobile unit project spent about the same proportion of time in each category except for general office activities and direct services. For these two categories, an inverse relationship is apparent. USC spent almost three hours of general office time for every hour of direct service. At CSU, the ratio was about two hours for every direct service hour. UCB, however, only spent just over one hour of general office time for each hour of direct services to programs.

Although the projects were contracted to provide the same services, as they were implemented, each project apparently developed a different emphasis in direct services. These differences are evident in the projects' reports of time spent in nine categories of direct service activities. The percent of time spent in each category is as follows:

Type of Service:	USC	CSU	UCB
Program planning	19%	1%	3%
Pre-service/in-service			
Formal training	15%	6%	7%
Demonstration teaching	9%	0%	0%
Informal teaching	10%	2%	2%
Parent Involvement Activity	1%	3%	2%
Diagnosis/prescription	1%	1%	2%
Materials/Equipment			
Checkout	41%	57%	76%
Demonstration	4%	1%	2%
Media Assistance	1%	2%	0%
Other	0%	29%	8%

The data indicate that the USC project spent almost four times as much effort in pre-service or in-service training as did either the CSU or UCB project. The UCB project focussed its efforts primarily on materials and equipment loans. The CSU project divided its major direct services efforts between materials and equipment loans and other special activities, the nature of which cannot be determined by the data. Program planning was a major activity in one project at USC.

Duplicated Count of Persons Served. Each project reported the number of persons involved in each direct service activity. These counts, which are duplicated figures, are as follows:

Persons Served:	USC	CSU	UCB
Teachers	97	303	900
Aides	56	102	131
Administrators	41	4	84
Students	197	1,286	150
Parents	9	0	46
Community	0	0	0
Other	19	4	121
Total Persons	419	1,699	1,432

Again, the differences among the projects can be seen. UCB served more than twice as many teachers as the other two projects' combined total. CSU, however, provided almost four times as much direct service to students as did the other two projects combined.

Two of the mobile unit projects will not operate after FY 79. Local project directors express concern that the needs served by the vans will go unmet. During FY 80, an alternative system will be tested in the areas previously served by the vans. The test resource system will be compared with the third mobile unit project for efficiency and effectiveness in providing support services to teachers.

Other In-service Activities. In addition to local efforts, state staff attended the Sacramento conference and co-sponsored statewide conferences with the regular Title I program.

Colorado also participates in interstate teacher exchange programs. A teacher from Texas came to Colorado for the FY 79 summer program. Plans were made for twelve Arizona teachers to participate in the FY 80 program.

VIII. Dissemination

Local projects used a variety of techniques to inform people about migrant education. The most common means were newsletters, local newspaper articles, brochures, leaflets, posters, and local radio and television spots. Other dissemination techniques included notices to parents, oral and slide show presentations, and family contacts.

All projects conducted dissemination activities. The types of activities used by each project are listed in Tables 17 and 18.

Local newspaper articles were the most common approach used followed by brochures, leaflets, or posters, and newsletters.

Materials produced by the Colorado State Office, such as the annual evaluation report and program brochures, are disseminated nationally through the Office of Education's dissemination system.

TABLE 17: DISSEMINATION TECHNIQUES
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Dissemination Techniques						
	Newsletter	Local Newspaper	School Newspaper	Brochures Leaflets Posters	Radio	Local TV	Other
Brighton 27 J	-	X	X	-	-	-	X
St. Vrain Valley Rel J	-	X	-	-	-	-	X
Boulder Valley Re-2	X	-	X	-	-	-	-
Poudre R-1	-	-	-	X	X	-	-
Granada Re-1	-	X	X	X	X	-	X
Holly Re-3	X	X	-	-	-	-	X
Greeley 6	-	X	X	X	X	-	-
Arkansas Valley BOCES	X	X	X	X	X	X	-
East Central BOCES	X	X	-	-	X	-	-
Gunnison Valley BOCES	X	-	-	X	-	-	-
Northeast BOCES	X	-	-	X	-	-	-
Northern Colorado BOCES	X	-	-	X	-	-	X
South Central BOCES	X	X	-	X	X	X	X
South Platte Valley BOCES	X	X	X	X	-	-	X
Southeastern BOCES	X	X	X	X	-	-	
Weld BOCES	-	X	-	X	-	-	-
TOTAL	10	10	6	10	5	2	6

TABLE 18: DISSEMINATION TECHNIQUES
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Dissemination Techniques						
	Newsletter	Local Newspaper	School Newspaper	Brochures Leaflets Posters	Radio	Local TV	Other
Brighton 27 J	-	X	-	-	-	-	-
St. Vrain Valley Rel J	-	X	X	-	X	-	-
Alamosa Re 11J	X	X	-	-	X	-	-
Poudre R-1	X	X	-	X	-	-	-
Valley Re-1	-	-	X	X	X	X	-
Mesa County Valley 51	-	X	X	X	X	-	-
Prowers County Re-1	X	X	-	X	-	-	-
Arkansas Valley BOCES	X	X	-	-	-	-	-
East Central BOCES	X	X	-	-	X	-	-
Gunnison Valley BOCES	X	X	-	X	-	-	-
South Central BOCES	-	X	-	X	-	X	-
South Platte Valley BOCES	X	X	X	X	X	-	-
Southeastern BOCES	X	X	-	X	-	-	X
Weld BOCES	-	X	-	X	-	-	-
TOTAL	8	13	4	9	6	2	1

IX. Community Involvement

Increasing parent involvement has been a major priority of migrant education projects.

The regular year project evaluation report asked local directors to report the following information about parent involvement:

- .the number of Parent Advisory Council meetings held;
- .the priority level of parent involvement defined by the local project: high, moderate, or low;
- .the frequency of home visits made by project staff: high, moderate or low;
- .the type of parent activities sponsored during the year; and
- .the number of parents involved in the activities.

These regular year data are displayed in Tables 19 and 20. Table 20 lists the specific program activities held by each local project to increase parental involvement during the regular year. In addition to the number of parents attending, the table lists the numbers of staff and migrant students involved in the activity.

The parent involvement section of the local project evaluation report was revised for the summer term. In the revision, project directors indicated whether or not their project used a variety of techniques and activities to involve parents, including a special section on parent involvement in program planning and evaluation. (See Tables 21-23)

Advisory councils, family nights, home visitations, and notices sent to parents were the parent involvement techniques used in almost all local projects. (See Table 21)

Among other parental involvement activities, dinners and student performances were most commonly used by local projects to increase parental involvement. (See Table 22)

Techniques to involve parents in program planning and evaluation are shown in Table 23. The most frequently used techniques were informal contacts and information sharing with local parent advisory councils.

Volunteer Assistance. Volunteer assistance given by parents of migrant children and the children themselves was documented by the project according to four categories:

- .Planning activities;
- .Assistance in classrooms;
- .Assistance in special activities; and
- .Guest speaker.

TABLE 19: PARENTAL INVOLVEMENT ACTIVITIES
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Number of PAC Meetings	Parental Involvement was Priority	Home Visits Made by Program Staff	Number of Activities	Number of Parents
Brighton 27 J	9	H	H	5	100
St. Vrain Valley Rel J	4	H	H	2	13
Boulder Valley Re-2	7	H	M	7	75
Poudre R-1	2	M	L	1	2
Granada Re-1	3	M	M	2	28
Holly Re-3	3	M	M	5	50
Greeley 6	3	M	M	3	50
Arkansas Valley BOCES	6	H	H	6	66
East Central BOCES	8	H	H	5	33
Gunnison Valley BOCES	1	M	M	1	1
Northeast BOCES	3	M	L	2	20
Northern Colorado BOCES	NR	NR	M	NR	NR
South Central BOCES	5	M	M	8	46
South Platte Valley BOCES	5	H	H	2	13
Southeastern BOCES	4	H	H	3	22
Weld BOCES	4	M	M	3	31

H = High degree

M = Moderate degree

L = Low degree

NR = No response

TABLE 20: PROGRAM ACTIVITIES
TITLE I MIGRANT REGULAR YEAR PROGRAM

Type of Activity	Number of Participants				
	Migrant Staff	Other Staff	Migrant Parent	Migrant Students	Other
Brighton 27 J					
Pot Luck	6	-	20	4	-
Dia de los Reyes	6	-	20	4	-
Macrame	6	-	20	4	-
Art Museum	6	-	20	4	-
Volleyball Game	6	-	20	4	-
St. Vrain Valley Rel J					
Career Planning	6	-	6	-	2
Program Planning	9	-	7	-	-
Boulder Valley Re-2					
DAC Title I and Migrant	3	13	2	-	22
Health Information; Clothes	4	-	18	1	-
PAC Meeting and Luncheon	3	-	7	-	-
PAC Meeting and Luncheon	6	1	11	-	-
PAC Meeting and Luncheon	3	-	3	-	1
PAC Meeting and Luncheon	7	2	20	-	7
PAC Meeting and Luncheon	4	1	14	4	2
Poudre R-1					
PAC Meeting	4	-	2	-	-
Holly Re-3					
Parent-Teacher Conference	1	1	15	5	-
Parent-Teacher Conference	1	1	14	7	-
Parents' Visit	1	2	3	-	-
Parent Involvement Meeting	1	2	12	-	-
Parent Coffee	1	2	6	-	4
Weld 6					
Classroom Visitations	5	-	25	-	-
Parent Conference	5	-	20	-	-
School Registration Evening	2	-	5	-	-
Arkansas BOCES					
Parent Planning Meeting	4	2	18	10	-
PAC Meeting/Immunization Laws	5	1	6	-	-
Parent Involvement Conference Report	5	-	7	-	-
Parent Needs Assessment	4	-	6	3	-
Summer Planning	5	-	12	4	-
Summer Plans - RIF	5	-	17	10	-

TABLE 20: PROGRAM ACTIVITIES (continued)
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Number of Participants				
	Migrant Staff	Other Staff	Migrant Parent	Migrant Students	Other
East Central BOCES					
Budget Discussion	2	-	5	-	-
Home Help for Children	2	3	5	2	-
PAC Responsibilities	1	-	10	-	-
Federal Register Rules	3	-	10	-	-
Bilingual Careers	-	-	3	3	-
Gunnison Valley BOCES					
Colorado Springs Conference	1	-	1	-	-
Northeast BOCES					
Parents' Night Dinner	1	7	14	18	15
Title I and Migrant Picnic	1	20	6	13	45
Northern Colorado BOCES					
NR					
South Central BOCES					
Local Advisory Meeting	4	1	9	-	-
State Advisory Meeting	2	-	2	-	-
Local Advisory Meeting	1	-	5	-	-
Parent Involvement Conference	4	-	2	-	-
Christmas Party and Meeting	6	-	21	60	-
State Advisory Meeting	2	-	2	-	-
Easter Party and Meeting	3	3	17	3	-
State Advisory Meeting	2	-	2	-	-
South Platte Valley BOCES					
Parent Involvement Conference	4	-	1	-	-
Parents' Night	6	2	12	29	24
Southeastern BOCES					
Home Visits	3	-	19	-	-
Parent Involvement Conference	3	-	1	-	-
Prrent Inservice	3	-	2	-	-

TABLE 20: PROGRAM ACTIVITIES (continued)
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Number of Participants				
	Migrant Staff	Other Staff	Migrant Parent	Migrant Students	Other
Weld BOCES					
Meeting	5	1	7	-	-
Meeting	4	-	4	-	-
Skating Party	4	-	10	-	-

TABLE 21: PARENT INVOLVEMENT TECHNIQUES
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Parent Involvement Techniques							
	PAC	Parent/ Family Nights	Open House	Home Visitation	Parent Volunteers	Notices/ Newsletters	Field Trips	Other
St. Vrain Valley Rel J	X	-	X	X	-	X	-	-
Alamosa Re 11J	X	X	-	X	-	X	X	X
Poudre R-1	X	X	X	X	-	X	-	-
Valley Re-1	X	X	X	X	X	-	X	-
Mesa County Valley 51	-	X	-	X	-	X	-	-
Prowers County Re-1	X	X	X	X	X	X	X	-
Arkansas Valley BOCES	X	X	-	X	-	X	X	-
East Central BOCES	X	X	X	X	-	X	-	-
Gunnison Valley BOCES	X	X	X	X	-	X	-	-
South Central BOCES	-	X	X	X	-	X	-	-
South Platte Valley BOCES	X	X	-	X	X	X	-	-
Southeastern BOCES	X	X	X	X	X	X	X	-
Weld BOCES	X	X	-	X	-	X	-	-
TOTAL	11	12	8	13	4	12	5	1

TABLE 22: PARENT INVOLVEMENT ACTIVITIES
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Parent Involvement Activities						
	Dinners/ Picnics	Recreational Activities	Cultural Activities	Student Performances	Art Displays	RIF	Other
Brighton 27 J	X	X	-	-	X	-	-
St. Vrain Valley Rel J	X	-	-	X	X	X	-
Alamosa Re 11J	X	-	-	X	X	X	-
Poudre R-1	X	-	-	X	X	-	-
Valley Re-1	X	-	-	X	-	X	-
Mesa County Valley 51	X	-	-	X	-	-	-
Prowers County Re-1	X	X	X	X	X	X	-
Arkansas Valley BOCES	X	X	-	X	-	X	-
East Central BOCES	X	-	X	X	-	-	-
Gunnison Valley BOCES	X	-	-	X	X	-	X
South Central BOCES	X	-	-	X	X	X	-
South Platte Valley BOCES	X	-	X	X	X	X	X
Southeastern BOCES	X	X	-	X	X	-	-
Weld BOCES	X	-	-	X	-	-	-
TOTAL	14	4	3	13	9	7	2

TABLE 23: PARENT INVOLVEMENT IN PLANNING AND EVALUATION
TITLE I MIGRANT SUMMER PROGRAM

	Parent Involvement in Planning & Evaluation				
District/BOCES	Informal	Question-naire	PAC Informed	PAC Approved Formally	Other
Brighton 27 J	X	-	X	-	-
St. Vrain Valley Rel J	-	-	X	-	-
Alamosa Re 11J	X	-	X	-	-
Poudre R-1	X	-	X	X	-
Valley Re-1	X	X	X	-	-
Mesa County Valley 51	X	X	-	-	-
Prowers County Re-1	X	-	X	X	-
Arkansas Valley BOCES	X	X	X	X	-
East Central BOCES	X	X	X	X	-
Gunnison Valley BOCES	X	-	X	-	X
South Central BOCES	X	X	X	X	-
South Platte Valley BOCES	X	-	X	X	-
Southeastern BOCES	X	-	X	-	-
Weld BOCES	X	-	X	X	-
TOTAL	13	5	13	7	1

These data are presented in Tables 24 through 27. About fifty percent of the volunteers are migrant children and adults. The major assistance (56 percent) is helping with special activities. The number of migrant parents working as volunteers is reduced during the summer because more parents are working at that time.

X. Program Effectiveness

On the local evaluation reports, local project directors critiqued student progress in two ways. Basing their assessments on test results and teacher observations, the directors specified:

1. The number of students in the program who were below, at or above grade level at the time they left the program (General Results); and

2. Estimate of student growth during the program.

General Results. In the regular year reports, three areas were assessed: reading, language arts, and math. The language arts category was deleted from the summer report. Tables 28 and 29 display the general results assessments. In testing theory, Grade Level is defined as the point which divides the group in half. That is, 50 percent of the students are at or above grade level, 49 percent are expected to fall below grade level. Only in reading results for the regular year does student achievement fall below this level. Therefore, the distributions indicate that the programs are resulting in the desired student outcomes.

Growth During Program. During the regular year some or high gains were achieved of 78 percent of the reading students, 89 percent of the language development students, and 79 percent of the math students. In the summer program, 64 percent of the reading students made some or high gains; 67 percent of the math students made some or high gains. (See Tables 30 and 31)

Data on general results and growth are not available for all students served in the migrant projects.

Test Results. Administration of achievement tests varies across the local projects. Some projects did not report any test results; other projects reported on as many as ten tests. Because of the differences in testing procedures and reporting metrics, the data is noncomparable. However, general information about the testing programs and results are provided in Table 32 for the regular year program and Table 33 for the summer program.

Program Critique. Project directors responded to open-ended questions about the strengths and weaknesses of their local projects. The comments were analyzed and sorted into categories. The frequencies of comments indicating strengths and weaknesses among the projects are listed in Tables 32 and 33. The major strength of the projects quite clearly is the quality and commitment of local staff. Conversely, the major weakness identified by the local projects is inadequate number of staff. Comments also indicate that support services, while of substantial help, need some improvement, and record-keeping requirements are a program weakness.

TABLE 24: NUMBER OF VOLUNTEERS BY TYPE OF VOLUNTEER
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Migrant		Other Spanish Speaking		Non-Spanish Speaking	
	Parents	Youths	Adults	Youths	Adults	Youths
Brighton 27 J	8	2	2	0	1	2
St. Vrain Valley Rel J	7	1	0	0	9	0
Boulder Valley Re-2	4	8	4	2	1	3
Poudre R-1	0	0	0	0	0	0
Granada Re-1	0	0	0	6	1	8
Holly Re-3	0	0	3	0	1	0
Greeley 6	8	8	11	0	7	0
Arkansas Valley BOCES	2	0	2	4	0	1
East Central BOCES	4	0	2	0	1	0
Gunnison Valley BOCES	0	0	0	0	0	0
Northeast BOCES	0	0	0	1	0	0
Northern Colorado BOCES	0	0	0	0	0	0
San Luis BOCES	0	0	0	0	0	0
South Central BOCES	4	0	0	1	0	0
South Platte Valley BOCES	22	29	16	12	0	1
Southeastern BOCES	9	0	0	0	0	0
Weld BOCES	0	0	0	0	0	0
TOTAL	68	48	40	26	12	15

GRAND TOTAL - 209

TABLE 25: NUMBER OF VOLUNTEERS BY TYPE OF ACTIVITIES
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Planning Activities	Classroom Assistance	Assistance in Special Activities	Guest Speaker
Brighton 27 J	8	0	7	0
St. Vrain Valley Rel J	8	0	0	0
Boulder Valley Re-2	0	4	17	1
Poudre R-1	0	0	0	0
Granada Re-1	1	7	7	0
Holly Re-3	1	0	0	3
Greeley 6	3	11	13	7
Arkansas Valley BOCES	2	5	1	1
East Central BOCES	5	0	1	1
Gunnison Valley BOCES	0	0	0	0
Northeast BOCES	0	1	0	0
Northern Colorado BOCES	0	0	0	0
San Luis BOCES	0	0	0	0
South Central BOCES	4	1	0	0
South Platte Valley BOCES	10	0	65	5
Southeastern BOCES	4	0	5	0
Weld BOCES	0	0	0	0
TOTAL	46	29	116	18

GRAND TOTAL - 209

TABLE 26: NUMBER OF VOLUNTEERS
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Migrants		Other Spanish-speaking		Non-Spanish Speaking	
	Parents	Youths	Parents	Youths	Parents	Youths
Brighton 27 J	-	-	-	-	-	-
St. Vrain Valley Rel J	-	-	1	-	-	8
Alamosa Re 11 J	-	-	-	-	2	-
Poudre R-1	2	3	-	-	-	-
Valley Re-1	-	-	2	2	-	-
Mesa County Valley #51	-	-	-	-	-	-
Prowers County Re-1	3	-	3	1	-	2
Arkansas Valley BOCES	-	2	4	-	-	-
East Central BOCES	6	7	6	7	-	-
Gunnison Valley BOCES	-	-	-	-	-	-
South Central BOCES	-	-	-	-	-	-
South Platte Valley BOCES	6	3	2	6	-	1
Southeastern BOCES	5	-	3	2	8	-
Weld BOCES	-	1	-	-	-	-
TOTAL	22	16	21	18	10	11

TABLE 27: NUMBER OF VOLUNTEERS BY TASK
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Planning Activities	Classroom Assistance	Assistance in Special Activities	Guest Speaker
Brighton 27 J	-	-	-	-
St. Vrain Valley Rel J	-	5	4	-
Alamosa Re 11 J	-	-	2	-
Poudre R-1	2	2	1	-
Valley Re-1	-	4	-	-
Mesa County Valley #51	-	-	-	-
Prowers County Re-1	5	3	1	-
Arkansas Valley BOCES	1	3	1	1
East Central BOCES	4	-	22	-
Gunnison Valley BOCES	-	-	-	-
South Central BOCES	-	-	-	-
South Platte Valley BOCES	-	7	10	1
Southeastern BOCES	8	4	4	2
Weld BOCES	-	1	-	-
TOTAL	20	29	45	4

TABLE 28: GENERAL RESULTS
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Reading			Language			Math			Total Students (Duplicated Counts)
	Below	At Grade Level	Above	Below	At Grade Level	Above	Below	At Grade Level	Above	
Brighton 27 J	67	46	2	-	-	-	18	34	63	230
St. Vrain Valley Rel J	20	9	-	20	9	-	-	-	-	58
Boulder Valley Re-2	41	30	11	23	39	20	34	39	9	246
Poudre R-1	-	-	-	-	-	-	-	-	-	-
Holly Re-3	7	17	3	9	19	3	10	13	4	85
Greeley 6	173	-	-	-	-	-	54	119	-	346
Arkansas Valley BOCES	107	45	25	76	61	40	55	79	43	531
East Central BOCES	16	38	4	-	-	-	-	-	-	58
Gunnison Valley BOCES	(Not available)									-
Northeast BOCES	14	12	-	-	-	-	14	12	-	58
South Central BOCES	61	5	8	32	19	23	44	19	11	222
South Platte Valley BOCES	20	45	3	S 18/ E 16	S 50/ E 46	S 0/ E 6	3	59	6	272
Southeastern BOCES	63	33	5	46	40	5	23	21	1	237
Weld BOCES	(Not available)									
TOTAL at each level	589	280	61	240	283	97	255	395	137	2,337
TOTAL % at each level[1]	63%	30%	7%	39%	46%	16%	32%	50%	17%	
TOTAL students in category (duplicated counts)		930			620			787		2,227

[1]Rounding error results in a total percentage less than or greater than 100.

TABLE 29: GENERAL RESULTS
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Reading			Math			Total Students (Duplicate Counts)
	Below	At Grade Level	Above	Below	At Grade Level	Above	
Brighton 27 J	43	21	56	-	-	-	120
St. Vrain Valley Rel J	108	33	-	80	61	-	282
Valley Re-1	22	47	9	19	45	14	156
Prowers County Re-1	11	22	16	29	20	-	98
Arkansas Valley BOCES	(Not available)						
East Central BOCES	35	38	10	11	17	4	115
South Central BOCES	35	13	8	32	28	13	129
South Platte Valley BOCES	66	27	-	73	22	-	188
Southeastern BOCES	16	16	9	29	7	10	87
Weld BOCES	131	57	21	125	63	21	418
TOTAL at each level	467	274	129	398	263	62	1,593
TOTAL % at each level	54%	31%	15%	55%	36%	9%	
TOTAL students in category (duplicated counts)		870		723			1,593

TABLE 30: GROWTH DURING PROGRAM
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Reading Gains				Language Gains				Math Gains				Total Students (Duplicated Counts)
	High	Some	Low	None	High	Some	Low	None	High	Some	Low	None	
Brighton 27 J	-	69	116	-	-	-	-	-	57	38	20	-	230
St. Vrain Valley Rel J	-	-	-	-	11	18	-	-	-	-	-	-	29
Boulder Valley Re-2	44	26	10	2	54	22	4	2	15	47	18	2	246
Poudre R-1	-	-	-	-	-	-	-	-	-	-	-	-	-
Holley Re-3	5	22	-	-	6	25	-	-	2	25	-	-	85
Greeley 6	34	118	12	9	-	-	-	-	13	19	7	-	212
Arkansas Valley BOCES	(Not available)												
East Central BOCES	(Not available)												
Gunnison Valley BOCES	(Not available)												
Northeast BOCES	-	12	14	-	-	-	-	-	-	12	14	-	52
South Central BOCES	18	33	3	20	21	43	9	1	21	38	1	14	222
South Platte Valley BOCES	17	41	3	7	15	40	5	8	12	44	3	9	204
Southeastern BOCES	17	65	17	2	34	45	11	1	8	26	11	-	237
Weld BOCES	(Not available)												
TOTAL at each level	135	386	105	40	141	193	29	12	128	249	74	25	1,517
TOTAL % at each level	20%	58%	16%	6%	38%	51%	8%	3%	27%	52%	16%	5%	
TOTAL students in each category (duplicated counts)	666				375				476				1,517

TABLE 31: GROWTH DURING PROGRAM
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Reading Gain				Math Gain				Total Students (Duplicate Count)
	High	Some	Low	None	High	Some	Low	None	
Brighton 27 J	56	21	43	-	-	-	-	-	120
St. Vrain Valley Rel J	-	100	41	-	-	100	41	-	282
Poudre R-1	(Not available)								
Valley Re-1	16	34	25	5	20	44	14	4	162
Prowers County Re-1	4	19	18	8	6	23	18	2	98
Arkansas Valley BOCES	(Not available)								
East Central BOCES	18	33	18	14	15	28	17	9	152
Gunnison Valley BOCES	-	32	46	30	23	10	42	33	216
South Central BOCES	22	20	11	3	33	23	15	2	129
South Platte VAlley BOCES	18	44	21	10	15	39	33	8	188
Southeastern BOCES	11	30	13	-	24	24	23	3	128
Weld BOCES	65	97	41	6	70	100	33	6	418
TOTAL at each level	210	430	277	76	206	391	236	67	1,893
TOTAL % at each level	21%	43%	28%	8%	23%	43%	26%	7%	
TOTAL students in each category (duplicated count)		993				900			1,893

TABLE 32: PRE/POST TEST RESULTS
TITLE I MIGRANT REGULAR YEAR PROGRAM

District/BOCES	Test Scores	Number of Children	Interim Period	Type of Score	Average Gain
Brighton 27 J	None reported				
St. Vrain Valley Rel J	LAS Test	18	30 wks.		
Boulder Valley Re-2	LAS and see below[1]	43	24-28 wks.	Proficiency	1 level
Poudre R-1	None reported				
Holly Re-3	None reported				
Greeley 6	Gates-MacGinities/ Key Math	103	30 wks.	GES	1 GES
Arkansas Valley BOCES	Not available				
East Central BOCES	Test name not reported	28	9 wks	GES	1 GES
Gunnison Valley BOCES	Not available				
Northeast BOCES	Not available				
Northern Colorado BOCES	Test name not reported	10	NA	Percentile	20%
South Central BOCES	ZIP series	57	NA	Raw scores GES	-
South Platte Valley BOCES	Ten different tests	41	20-35 wks.	Varies	Varies
Southern BOCES	Six different tests	40	18-36 wks.	Varies	Varies
Weld BOCES	Not available				
	Boulder ZIP	42	22-28 wks.	GES	1.8 GES[1]

TABLE 33: PRE/POST TEST RESULTS
TITLE I MIGRANT SUMMER PROGRAM

District/BOCES	Test Scores	Number of Children	Interim Period	Type of Score	Average Gain
Brighton 27 J	None reported				
St. Vrain Valley Rel J	None reported				
Alamosa Re 11 J	None reported				
Poudre R-1	None reported				
Valley Re-1	SRA, ZIP	23	4-5 wks.	Raw score	4.3
Mesa County Valley 51	PIRAMID	17	8 wks.	No. of objectives	10.9
Prowers County Re-1	PIRAMID, ZIP	40		Grade equivalent	Less than .11
Arkansas Valley BOCES	ZIP Language[1]	23			.4.9
East Central BOCES	SRA, ZIP[2]			No. of objectives	5.57
Gunnison Valley BOCES	None reported				
South Central BOCES	ZIP Math[3]	65	7 wks.	No. of objectives	4.09
South Platte Valley BOCES	BIP-PIRAMID[4]	89	4-6 wks.	No. of objectives	4.82
Southeastern BOCES	Woodcock, Key Math			GES?	Approx. .19
Weld BOCES	None reported				

[1] Also used PIRAMID reading, ZIP Math, spelling tests, and Piper Readiness Program.
[2] Also used a teacher-made readiness test.
[3] Also used Otis Quick Score Reading Inventory.
[4] Also used LAS (English and Spanish).

XI. Recommendations

Increase the use of comparable outcome measures of program impact. For example, report normal curve equivalents (NCEs) if norm-referenced tests are used, and the number of skills gained for math mastery program students.

Coordinate efforts to determine appropriate tests for migrant students to increase test scores validity for this special population group.

Streamline the evaluation reporting process to 1) reduce duplication with the monitoring process, 2) focus on three primary evaluation objectives that will correspond to major State Plan objectives, and 3) improve the quality of data available for program assessment.

Increase coordination with the MSRTS to identify and reduce problems in data collection procedures that result in discrepant and noncomparable data.

Revise local project evaluation reporting form.

Evaluate alternative systems to meet the needs of local project staff for resource support needs.

TABLE 34: PERCEIVED STRENGTHS AND WEAKNESSES
TITLE I MIGRANT SUMMER PROGRAM

	Number Indicating: Stength	Weakness
Children's Attitudes: Attendance	3	-
Parent Involvement	4	-
Staff Skills, Attitudes	10	-
Number of Staff: Staff-student ratio	-	2
Curriculum: Cutting out extra programs; program for teenagers; stress on basics; balance between academic and recreational programs; content of instructional program; physical education and art activities; provision for emotionally disturbed children; swimming program; scheduling of curricular components; coordination of areas within program	9	1
Instruction Techniques: Practices: Small group instruction; language development techniques; project-oriented instruction; approach to reading; individual guidance and instruction	3	2
Coordination, Cooperation with Other Districts, Agencies, Community: Coverage by news media; coordination with CMC; community involvement; contributions from other agencies	4	2
Support Services for Students: Testing; health programs; dental programs; transportation; nutrition programs; food service; field trips; discipline practices	5	5
Support Services for Staff: In-services; Mobile Unit; Resource Center; preparation time for program	2	1

TABLE 34: PERCEIVED STRENGTHS AND WEAKNESSES (continued)
TITLE I MIGRANT SUMMER PROGRAM

	Number Indicating: Strength	Weakness
Materials	3	1
Administration	4	1
Funds	-	2
Program Length	-	4
Other	2	1

TABLE 35: PERCEIVED STRENGTHS AND WEAKNESSES
TITLE I MIGRANT REGULAR YEAR PROGRAM

Aspect of the Program	Number Indicating: Strength	Weakness
Number of staff; staff-student ratio	1	6
Quality of staff (skills, attitudes)	6	1
Instructional Techniques and Practices	6	1
Instructional Materials	2	2
Interaction between migrant and other staff	3	4
Interaction between migrant staff and parents, community	2	1
Support services for students (including testing, couseling, followup, field trips)	3	2
Support services for staff	5	1
General Administration (including scheduling, information services, recordkeeping)	2	5
Facilities	1	1
Other	2	0

APPENDIX A: 1978-79 State Plan Program Objectives

1. Language Arts. To develop and improve the migrant child's communication and reading skills by providing a language arts program stressing listening, speaking, reading, spelling, and writing, using the child's dominant language as appropriate to the child's needs, but stressing the need to master English.

2. Mathematics. To develop and improve the migrant child's mathematical skills by providing a math program based on individual need and the opportunity to obtain functional math skills, basic computational skills and mathematical concepts.

3. Career Education. To develop the migrant child's skills vocational area and to develop understanding and awareness of careers by providing him with opportunities to identify aptitudes, explore interests, explore career options, acquire skills in career clusters of his choice, and on-th-job work experience.

4. Instruction in Dominant Language. To advance the educational development of non-English speaking and limited English speaking migrant children by instructing them in their dominant language and providing English language instruction.

5. Cultural Awareness. To enrich the migrant student's understanding and knowledge of cultural differences and his ethnic culture by providing activities that include his history and culture in learning activities.

6. Music and Art. To enrich the migrant child's personal growth by providing opportunities for creative expression through music, art, and crafts.

7. Psycho-social Development. To provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

8. Physical Education. To provide the migrant child with the opportunity to develop and improve muscular coordination and a healthy body through activities in physical education.

9. Other Academics. To develop and improve the migrant child's capabilities in other academic areas such as natural science and social studies.

10. Identification and Enrollment. To identify and enroll all migrant children who are eligible for inclusion in the Migrant Education Program.

11. Health. To provide nutritional, dental, and medical services to migrant children to enhance their well-being and to assure treatment of any health problems before they become life threatening or detrimental to a productive life.

12. Other Support Services. To provide other support services such as clothing, psychological services and speech therapy to migrant children who demonstrate a need for these services.

13. Parent Involvement. To provide the migrant parents with the opportunity to participate in the education of their children.

1978 - 1980 EDUCATIONAL PRIORITIES

AS ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION

IMPROVEMENT OF BASIC SKILLS:

The Colorado Department of Education, through the accountability process and other proven methods, will help schools analyze and improve student skills in reading, writing, speaking, listening and mathematics.

IMPROVEMENT OF DISCIPLINE IN SCHOOLS:

The Department will assist schools to achieve a learning climate for improved student discipline to enhance the learning process.

IMPROVEMENT OF ORGANIZATION AND MANAGEMENT OF EDUCATION:

The Department will assist schools and libraries by coordinating and integrating state, local, and federal programs to strengthen their skills in research, evaluation, and planning, for effective use of financial and human resources.

IMPROVEMENT OF PUBLIC CONFIDENCE IN EDUCATION:

The Department will work with schools to improve public confidence in education through practical means including the state's accountability and accreditation processes and through increased involvement of the total community in the public school system.

IMPROVEMENT OF EQUALITY OF ACCESS TO INFORMATION:

The Department will identify and improve programs which assure equal access to information to help all Colorado citizens meet occupation, educational, and leisure time interests.

IMPROVEMENT OF LEADERSHIP AND STAFF DEVELOPMENT:

The Department will further efforts to strengthen leadership skills of all professional staffs in the Department of Education, schools, boards of cooperative services, and libraries and library systems through increased inservice programs planned and offered cooperatively with higher education and other appropriate organizations.